

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
**A Non-Public School - 13PV113**

	<b>Charter</b>	<b>Title 1</b>	<b>Magnet</b>	<b>Choice</b>
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Mrs. Janette Cicerchi

Official School Name: Incarnate Word Academy

School Mailing Address: 6620 Pearl Road  
Parma Heights, OH 44130-3808

County: Cuyahoga State School Code Number\*: 056945

Telephone: (440) 842-6818 E-mail: jcicerchi@incarnatewordacademy.org

Fax: (440) 888-1377 Web site/URL: www.incarnatewordacademy.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Ms. Margaret Lyons Superintendent e-mail: mlyons@dioceseofcleveland.org

District Name: Diocese of Cleveland District Phone: (216) 696-6525

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Timothy Kulbago

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## **PART I - ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

Questions 1 and 2 are for Public Schools only.

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### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 4

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	27	22	49
1	24	21	45
2	29	30	59
3	20	20	40
4	28	25	53
5	25	24	49
6	25	32	57
7	31	27	58
8	28	20	48
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			458

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
11 % Asian  
1 % Black or African American  
3 % Hispanic or Latino  
3 % Native Hawaiian or Other Pacific Islander  
81 % White  
1 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 1%  
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	4
(4)	Total number of students in the school as of October 1, 2011	467
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent of English Language Learners in the school: 0%  
Total number of ELL students in the school: 0  
Number of non-English languages represented: 0  
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 1%

Total number of students who qualify: 6

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 3%

Total number of students served: 16

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>3</u>	<u>1</u>
Classroom teachers	<u>18</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>2</u>
Paraprofessionals	<u>0</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>1</u>	<u>18</u>
Total number	<u>27</u>	<u>23</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 25:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	97%	97%	98%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: \_\_\_\_\_

Enrolled in a 4-year college or university \_\_\_\_\_%

Enrolled in a community college \_\_\_\_\_%

Enrolled in vocational training \_\_\_\_\_%

Found employment \_\_\_\_\_%

Military service \_\_\_\_\_%

Other \_\_\_\_\_%

**Total** \_\_\_\_\_**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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Incarnate Word Academy (IWA) was founded in 1935 by the Sisters of the Incarnate Word and Blessed Sacrament. Located in Cleveland's western suburb of Parma Heights, IWA's name contains its purpose: to make known the living presence of Jesus Christ, the Incarnate Word. In addition, IWA focuses on the spiritual example of the Sisters and their foundress, Venerable Jeanne Chézard de Matel (1596-1670).

The majority of IWA's 458 students reside in Parma, Parma Heights and Middleburg Heights. Twenty-two percent live in nearby Strongsville; 37 percent reside in twenty other cities, some from twenty miles away. En route to IWA, families pass several other Catholic elementary schools, reporting, "It is worth the drive to be part of Incarnate Word." Parents, many of whom are alumni, deeply value the mission of IWA: **As a community of learners filled with the Spirit of the Word-Made-Flesh, we are committed to living the Gospel values and inspiring academic excellence.** It is at IWA that children grow to learn, love and serve.

IWA has joyfully marked key anniversaries. In 1960, the 25th anniversary, there was an expansion to the main classroom building. In 1970, a multi-purpose building was added, complete with gymnasium, kitchen and stage. In 2010, a year-long celebration of the 75th anniversary culminated in a parent-organized gala that grew the school's endowment by over \$150,000. The endowment, which funds tuition assistance, helped 46 students in 2012/2013, with an average of \$1,100 per student. IWA's cost to educate a child is half that of a public school. Tuition covers three-quarters of the actual cost.

IWA's **community of learners** is 74 percent Catholic, from a wide range of ethnic and faith traditions, creating a learning environment of great cultural diversity. Parents value this diversity as well as other traditions that are unique to IWA, such as a school-wide Marian procession and May crowning honoring the Blessed Mother. However, the tradition of academic excellence is the most resounding reason parents choose IWA. One parent explained, "I look in the trophy case and see the names of champions from years ago. The same names are on the rosters in the school today. IWA is a proven and trusted 'generational school,' tried and tested."

Thanks to parent and grandparent volunteers, IWA's traditions continue. Volunteers serve daily as event organizers, committee members, lunch monitors, playground supervisors and classroom tutors. They serve within the school's many organizations, including Parent Teacher Student Union (PTSU), Music Boosters, the IWA Athletic Association and the IWA Alumni Association, to foster a welcoming atmosphere.

IWA students see themselves as **learners filled with the Spirit of the Word-Made-Flesh** who understand that they must do their very best. They take advantage of the strong and challenging curriculum designed around 21st century skills, and participate in more than 40 co-curricular opportunities which take them above and beyond diocesan and state requirements. Many of these are offered by excellent and experienced faculty, 45 percent of whom have advanced degrees. The end result is a school and student body that is award-winning. IWA students are admitted, in a competitive environment, to the best high schools. Regularly, 100 percent of IWA students have been admitted to the high schools of their choice. Last year, IWA graduates earned nearly \$90,000 in scholarship awards. They have earned high school honors and have been accepted to excellent colleges. Ninety-nine percent of our graduates enroll in college.

**Commitment to living the Gospel values** is of equal importance for IWA students. This commitment is evident in the students' strong sense of others. They are determined to serve, following the example of Jesus, and they understand that they are charged with making a positive impact on the lives of others. Service to those in need is evident in all classrooms. Past initiatives have supported: a library in Uganda,

local pantries, recycling, wounded veterans, clothing drives, and diabetes, cancer, and spinal cord research. Furthermore, IWA students live Gospel values through worship, by participating as music and liturgical ministers at school Masses. The teachers use the many sacred spaces on the campus to the students' benefit, with prayer experiences in Incarnate Word Chapel, Queen of the Holy Rosary Shrine, Labyrinth Path of Blessings, the Outdoor Stations of the Cross and the Learning Garden.

IWA is worthy of Blue Ribbon status because it is a leader of academic achievement in the Cleveland Catholic schools, well known and respected for its commitment to **inspiring academic excellence**. IWA's partners in excellence are the parents, who make a conscious and sometimes inconvenient choice to enroll their children at IWA, an environment which challenges, motivates and drives students to achieve, not simply for the sake of achievement, but because developing one's potential is the appropriate response to God's sacred gift of life.



## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Every spring, IWA administers the Iowa Assessments/Iowa Tests of Basic Skills (ITBS). These measure academic achievement. The grades tested have varied over the past five years in compliance with diocesan guidelines. In 2008, IWA tested grades one through seven; in 2009 and in 2010, grades one, three, five and seven were tested; in 2011 and 2012, grades one through seven were tested.

Additionally, IWA administers the Cognitive Abilities Test (CogAt), as required by the Diocese of Cleveland. It measures student cognitive ability, and is given to students in grade one in the fall, and to students in grades three, five and seven in the spring.

IWA student scores have remained consistent on standardized assessments prior to 2012. In reading, the Percentile Rank of Average SS: National Student Norms ranged from 74-85; in math, the scores ranged from 77-90. These scores meet the high academic standards expected of students attending IWA. Reading and math scores on the 2012 Iowa Assessments Form E were lower than in previous years. This is due, at least in part, to the fact that the content of the test changed to reflect the new Common Core Standards and new norms. The 2012 scores are better used for informing and revising instruction rather than uncovering and analyzing performance trends. The 2012 scores will be more useful in determining future growth.

There are no sub-groups tested at IWA, and consequently there are no deviations in achievement to report. When comparing five years of Percentile Rank of Average SS: National Student Norms in reading and math, the scores at each grade level were consistently high. However, a fluctuation occurred in 2009 that prompted further investigation.

In 2009 for grade six, the reading score fell to the 74th percentile. For this class as fifth graders, the 2008 score was at the 81st percentile. When tested in seventh grade in 2010, the score returned to the 80th percentile rank. It is difficult to adequately or equitably compare these scores since the fluctuation in the reading score only occurred for one year. The math scores trended similarly at the 77th percentile in 2009. For this class as fifth graders, the 2008 score was at the 84th percentile. When tested in seventh grade in 2010, the score returned to the 85th percentile. Therefore, the administration concluded that these scores did not indicate a performance trend.

The high level of student performance reflected in both the standardized reading and math scores at IWA may be due, in part, to the implementation of new materials that address Common Core Standards. Teachers were initially trained in the proper use of these new materials, and continue to receive on-going professional development in the Common Core Standards. On-going training and collaboration is enhanced by experienced master teachers at IWA, who have an average of 17 years of teaching experience. Teachers set and meet individual professional goals by attending workshops and seminars to learn the latest best practice instructional methods, current pedagogy, web-based materials, support sites, and technology enhancements for all content areas. Teachers share what they learn in their Professional Learning Community (PLC) meetings, and with their students.

Student performance may also be due to admission standards. Incoming kindergarten students are screened for speech and hearing and basic readiness. These results are reviewed for indicators of weaknesses. Teachers then meet individually with parents of students who have deficit scores to suggest skill-based tutoring over the spring and summer months, postponing a student's enrollment until further maturation, or recommending a more appropriate environment. Kindergarten at IWA is considered a pre-first grade experience, where all students work to achieve academic competence. When students enter IWA in grades one through eight, the principal reviews standardized test scores and report cards. The

principal scrutinizes the new student's potential to be successful at IWA given the performance level of the other students in that grade level.

## **2. Using Assessment Results:**

IWA faculty members review and assess data every spring in order to address both strengths and weaknesses of a class and of each individual student. This review is done in order to assess both a student's need for immediate remediation as well as to generate heterogeneous class composition for each homeroom the following year. Teachers use the data not only to remediate skills but also to differentiate instruction. Furthermore, teachers review grade equivalents to check year-to-year growth. The goal for each student is a minimum of one year of academic growth at each grade level. If a student does not reach this goal, then the teacher, along with input from the principal and other members of her PLC, will initiate and implement an action plan and intervention for the student. Tutoring is a popular strategy offered by all teachers when necessary. They work one-on-one with a student who is struggling, or who needs to be challenged beyond the curriculum, before and after school hours.

In kindergarten and first grade, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is administered in the fall. This provides teachers with a baseline for measuring achievement. Two additional assessments using DIBELS are administered, one in the winter and one in the spring. These assess student growth. Where intervention is needed, both a Title I teacher and an intervention specialist are available for student support. It has been our experience that when intervention is given to a student who is struggling in the early grades, less help and support are required in later grades.

When a student qualifies for Title I services, the Title I teacher, the intervention specialist and the classroom teacher team together in order to best meet the needs of the individual student. All special services, including speech pathology, are enlisted as needed. Because teachers do not want students in grades four, five and six to miss class time, the intervention specialist works directly with students during actual classes. Together with the classroom teacher, the intervention specialist reinforces and redirects any student who is experiencing difficulty, with particular attention to those students with identified difficulties.

Another measure employed to improve student learning involves the co-curricular opportunities offered before school, during lunch, and after the school day. A teacher may recommend a student for a particular co-curricular program when a student shows either deep interest or giftedness. For example, where there is academic aptitude, IWA offers Classroom of Champions and Brain Brawl. These clubs provide an opportunity for academic competition, reinforcing memorization and other skills that develop the brain. A student who has an interest in creative writing might eventually enter Power of the Pen, which offers structured writing practice while simultaneously preparing students for a state-wide writing competition. Because of the connection between math and music acumen, a student who shows mathematical promise might be encouraged to enter the band or orchestra program. Recommendation to a co-curricular is not a requirement for most student participation. All students are welcome to participate in the co-curricular programs offered for their grade level.

On-going dialogue with the student and his/her parents is critical to on-going assessment. Dialogue is facilitated because all teachers have telephones equipped with voice mail in their classrooms. Email remains a popular means of communication between teachers and parents, who, through the school's implementation of Gradelock, have immediate access to student grades. After the first quarter, student-led parent-teacher conferences are held at all levels. Students develop a portfolio of their best work and achieved goals. With the teacher as moderator, the student and parent interact, discussing the goals met, the challenges that remain and the strategies available to surmount these challenges. Directly facing one's parents at conference time has been highly motivating for student success. It also greatly enhances communication and the parent-teacher bond as partners in the student's education.

IWA issues news releases which tell of student achievement, success and service in the community newspapers. The IWA website, a weekly parent e-newsletter, Information Screen and a Facebook page also tell of student success. These both reward and encourage students and their families and have proven to motivate students.

### **3. Sharing Lessons Learned:**

IWA has had many opportunities for sharing its successes by encouraging professional development. The IWA principal shared lessons from the July 2010 University of Notre Dame's A.C.E. workshop at a meeting of the principals of the Diocese of Cleveland. Her presentation was entitled, "Mission Driven Instruction Begins with Mission Driven Leadership." The principal has also served on an Ohio Catholic School Accrediting Association (OCSAA) External Validation Team.

Because of IWA's recognition as a science, technology, engineering and math (STEM) school of excellence, IWA participated in the "Engineering Teachers Summit," a grant-supported STEM initiative at St. Edward High School. Teachers gathered to share ideas and best practices that would better engage middle school students in defining problems and designing solutions to particular human challenges. As a consequence, students from Cleveland State University will assist with implementation of these ideas.

IWA's faculty collaborates with other schools by sharing successful strategies. One of IWA's seventh grade teachers shared a very successful Service Learning Program (SLP), which she integrated into every aspect of the curriculum, with the teachers at nearby St. Mary Byzantine School, Cleveland, Ohio. The SLP she developed benefits students through involvement with wounded veterans and a program that trains special assistance dogs. Her explanation of the program and the methods used highlighted the difference between an act of service and a true SLP. IWA's computer teacher recently collaborated with a teacher in Panama. Via Skype, her students virtually visited with students in Panama to study the native plants, animals and birds that migrate between Ohio and Panama. Students listened to bird calls common to both areas. Utilizing technology such as the webcam and Google Earth, students in Panama witnessed the snow falling on IWA's playground.

IWA students share their love of learning in various academic competitions such as Classroom of Champions and Brain Brawl. Graduates of IWA share the school's success by being academic leaders in high school. Many IWA graduates earn honor roll distinctions at the high school level. They are National Merit Scholar semi-finalists and finalists. One of our 2010 graduates recently earned a perfect score on the Scholastic Aptitude Test (SAT).

Students share their love for Jesus the Incarnate Word by serving each other as prayer partners and by providing activities which build community among the students, such as the annual Fall Festival and Easter egg hunt. They share with others by taking on service projects, supporting endeavors that impact the homeless, those facing unplanned pregnancy, the elderly and the sick. Daily, the entire school prays for those in need and sends them prayer cards of support. This prayer ministry is known as the IWA Spiritual Bouquet.

### **4. Engaging Families and Communities:**

The following are strategies the school has found to be most successful in working with family and community members for student success and school improvement:

- **The accreditation process**, completed in the spring of 2012, involved input from the entire school community. The school's mission statement was refined, and immediate and long-range goals were determined to further IWA's mission. IWA implemented measures to better serve the students and improve the school.

• **Faculty co-curricular responsibilities** support student achievement through specific activities offered before school, during lunch and after school. Many of these have grown out of student interest and faculty willingness. For example, in response to student interest in spelling contests, one teacher established clubs with an emphasis on competitive spelling. Two national spelling champions and several local victorious competitors are evidence of the fruit of this initiative. Another example is the expanded foreign language programs offering both Beginning and Advanced Latin. Both encourage student interest in Latin, in vocabulary development, and practice with and exposure to an additional language.

• **The Technology and Advancement Committees** meet quarterly to promote the school's mission and direct school resources. Recent improvements directly related to the work of the Technology Committee include new uses for iPads to impact student learning across the curriculum. A current project of the Advancement Committee is the development, production, and distribution of a five-part marketing video showcasing the IWA experience.

• **The Monthly Middle School Speaker Series** invites adults of distinction to meet with the students, and provide them with an opportunity to hear the life stories of healthy role models. These adult presenters are chosen because they exemplify what it means to follow God's call and to bring about the Reign of God on earth. They are joyful and accomplished people who have made a difference, and demonstrate the ability to draw out the gifts of others. Following a short presentation about the path their life has taken – personally, educationally, professionally and spiritually – they take time to answer questions from the students. They are role models and examples of self-improvement, often presenting a new way for students to view success.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

IWA's curriculum ensures that instruction meets and exceeds Ohio's Academic Content Standards and the standards set by the Diocese of Cleveland's Graded Course of Study. Dedicated teachers foster high achievement, emphasizing 21st century learning skills and technology. The curriculum consists of Art, Language Arts, Library, Mathematics, Music, Physical Education/Health, Religion, Science, Social Studies, Spanish and Technology.

The religion curriculum is focused on daily instruction in the faith and tradition of the Catholic Church. Scripture, prayer and worship, service, social justice and moral decision-making are foundational elements woven into the content areas. However, religion is more than academic instruction, and permeates the environment. At IWA, students learn that faith is a way of life.

Teachers use an integrated approach to teach language arts which includes phonics, reading, vocabulary, grammar, English, spelling and handwriting. Accelerated Reader and Star Reader, which assess reading levels in order to encourage reading and improve reading comprehension, complement the language arts program. Students develop appreciation for literature and strong oral and written communication skills.

The mathematics program emphasizes problem solving and critical thinking skills. Students complete web-based lessons on laptop computers which reinforce classroom learning. Students are provided with opportunities across the curriculum to apply mathematical concepts and skills such as reasoning and computation.

Science instruction includes lessons, hands-on experiences, and projects in principles of biology, chemistry, physics and engineering. Annually, seventh and eighth grade students progress through local, state and national science fair competitions. In 2012, an IWA student was one of 30 finalists at the Broadcom MASTERS Competition in Washington, D.C.

The comprehensive social studies program includes lessons in geography, history, societies, citizenship and culture. Students use Google Earth and communicate with ePals to further understand the world. They share learning through PowerPoint presentations, projects and essays. Competitions such as the National Geographic Geography Bee prepare students for honors classes in high school.

IWA uses a multi-modal approach to visual arts emphasizing art history and appreciation. Students learn techniques such as pointillism, Japanese printmaking and portraiture, modeling significant artists. Performing arts opportunities include choirs, liturgical music ministries, band, orchestra and plays in which students are responsible for all areas of production.

IWA's physical education program focuses on building positive self-image and life-long physical fitness. The curriculum stresses healthy eating habits and active life choices. Students participate biannually in the President's Fitness Challenge.

IWA's technology curriculum is expansive and includes a multi-disciplined approach, engaging student interest. In the school's fully-equipped computer lab, students learn Microsoft Office, graphic design and programming. Technology is reinforced in well-equipped classrooms where teachers routinely use Smartboards, document cameras, response systems, iPads and wireless laptops.

IWA is in compliance with the NBR's foreign language requirements. All students in K-8 study Spanish where they learn basic vocabulary, music and culture. Powerteach software, electronic flashcards, and research projects and presentations are used to teach culture and develop vocabulary and grammar skills.

One-third of the students participate in Spanish Club, which sponsors our annual Multi-cultural Week.

The curriculum supports college and career readiness through integration of the 21st century learning skills of communication, critical thinking, collaboration and creativity. IWA encourages students to take responsibility for their learning, to be curious, and to explore avenues not typically found in most elementary schools. For example, in the computer lab, students can take apart a computer and explore its inner workings. IWA's outdoor Learning Garden provides a unique environment to expand discovery in science, art, religion and writing. These and other opportunities assist students in uncovering what they love, and even at an early age, they begin to consider specific careers.

## **2. Reading/English:**

IWA's reading curriculum incorporates a variety of instructional reading strategies that encourage comprehension, fluency and a life-long love of reading. This is why IWA chose McGraw/Hill's Treasures as the basis for IWA's approach in grades kindergarten through six. Prentice Hall literature books are used in grades seven and eight. Across all grades, our reading curriculum provides for student interaction with a variety of genres as a means of acquiring new vocabulary and comprehension strategies. Students work independently and in groups on guided reading activities to understand the elements of a story, decipher fact from opinion, compare and contrast characters, and make predictions and inferences about plot. Teachers utilize reading groups and literature circles to reinforce listening and oral expression.

IWA's reading curriculum helps students become better writers. Teachers emphasize the steps of the writing process and the six traits of writing for all genres, encouraging the use of figurative language, similes, metaphors, personification and hyperbole. Students learn to write by writing frequently, composing poems, short stories, reports, summaries and reflections. IWA students consistently win local and state essay competitions, such as Patriot's Pen Writing Contest and Power of the Pen.

Each IWA classroom contains a classroom library. Our students are given time to read silently throughout the day, and are strongly encouraged to read at home. In addition to classroom support for good reading skills and habits, the school employs a certified library media specialist who motivates the students through book talks, author visits, genre studies, book fairs, mandatory summer reading, and incentives for meeting Accelerated Reader goals. Students are also motivated to read through collaboration with the Cuyahoga County Public Library.

The institution of a Title I program has provided a Title I teacher to work closely with students who are struggling with reading. Together with the parents and classroom teacher, she begins early intervention and offers suggestions for additional reading strategies. This has improved reading scores in the primary grades.

The IWA library is fully equipped and stocked with a collection of over 10,500 books and magazines. It has a circulation of over 52,000 books a year. Last year, students in grades one through five read and took quizzes on almost 8,000 Accelerated Reader books.

Language arts skills are emphasized at IWA in order to provide students with a strong foundation across the curriculum. Graduates repeatedly report that they are well prepared for the challenges of reading and writing in all content areas at their college preparatory high schools.

## **3. Mathematics:**

IWA chose Go Math! by Houghton Mifflin/Harcourt for kindergarten through grade five because of its alignment with the new Common Core Standards, its problem solving and critical thinking components, and the on-line technology element. Students' and teachers' books, games, reinforcement activities, enrichment and maintenance ideas are readily available. The program fosters foundational math skills and

yet is progressive. In a section entitled “Real World Math,” students are challenged to use concepts they are learning to solve problems that they may encounter outside of the classroom in the real world.

The manipulatives are another key strength of the Go Math! series. They allow students to explore concrete ideas such as money and place value, both individually and in small groups, in a way that moves students toward a more abstract way of thinking. An additional factor that influenced the choice of Go Math! is the “Response to Intervention” section. Specific problems and alternative activities are available to re-teach and reinforce learning. This assists teachers with differentiation, thus improving their management of diverse ability levels within the classroom.

IWA also uses Simple Solutions Math, a supplemental program that provides practice in computation and problem solving. Additional support comes through the work of the intervention specialist who teams with math teachers in grades four, five and six to assist students identified as performing below grade level. She is also available to help other students who may require intermittent assistance. The Title I instructor services students with math weaknesses in grades kindergarten through grade three.

Students are ability-grouped beginning in grade six based on ITBS scores, CogAt scores, a teacher-generated custom assessment, and teacher recommendation. Such groupings allow the math teachers to uniquely meet individual needs while simultaneously providing a challenging math experience that includes pre-algebra and algebra for average students, and pre-algebra, algebra and geometry for high achieving students. With the help of the on-line program Math XL, students develop math skills independently, collaboratively and as a whole class. In addition, student learning is extended through a variety of math contests: Math Counts, Catholic School Math League, Continental Math League and Greater Cleveland Council of Teachers of Mathematics.

#### **4. Additional Curriculum Area:**

Academic excellence is observable throughout the IWA campus. This year, IWA earned the Ohio State Science Day Harold C. Shaw Outstanding School Award, and once again the Governor’s Thomas Edison Award for Excellence in STEM (science, technology, engineering and math) Education. In addition, three faculty members received designation as recipients of the Governor’s Thomas Edison Award for Excellence in STEM Teaching. Through a cooperative effort by these teachers, the results indicate that 21st century skills are taught at IWA, and that there are many opportunities for students to explore, research, problem solve and master concepts. For example, students constructed and tested roller coasters using properties of physics and engineering. They also designed, manufactured and launched rockets, enlisting the principles of scientific inquiry to predict and analyze launch results based on rocket weight, the environment and other factors.

Recently, students gathered before the academic day to expand the classroom STEM experience. They joined with students in India in video-conference collaboration. Students researched and presented information to each other about their country’s waste and recycling efforts. They shared scientific data about the challenges that engineers face when using recycled materials. IWA students learned that, due to India’s explosive population, efforts there to reduce and reuse are mandated. India’s measures contrast starkly with efforts in the United States which remain largely voluntary.

Students constantly use the computer lab during non-classroom hours. They use unscheduled time to further their experiences with graphic design by using Bamboo Drawing Tablets. They also visit the lab to use SCRATCH, a new programming language. SCRATCH engages children as they learn the basics of programming. It reinforces important math concepts such as coordinates, variables and random numbers. Specifically, IWA students are using SCRATCH to create interactive stories, animations, music and art. Their Thanksgiving animations were displayed on the school’s website to extend Thanksgiving greetings to the community. Such cooperation and collaboration in this emphasis on STEM activities within the stated curriculum excites the students. It has increased their confidence and enthusiasm for all learning. For some, it is shaping their high school and college choices.

## **5. Instructional Methods:**

Historically, the student population of IWA performs at an advanced level. The curriculum is rigorous, and students are expected to study and complete daily homework assignments. The students accept and embrace this expectation due to engaging lessons, differentiated instruction, technology and family involvement.

Students are assessed often and teachers use the results to drive instruction. Teachers address the different learning styles of their students and incorporate tasks and activities in their lessons that target auditory, visual and kinesthetic learners. Teachers also look for ways to connect with their students so that learning matches the students' interests and experiences. The IWA Science Fair offers students an excellent opportunity to explore their personal interests.

Students in grades four and five have the opportunity to participate in an after school math enrichment program. Though middle school math students receive instruction in pre-algebra, algebra and geometry, the level of complexity and degree of abstract thinking varies. Critical thinking and problem solving is developed by using questions at different levels of Bloom's Taxonomy. Students working at grade level are given more opportunities to practice, review and refine their learning and critical thinking skills. Students working above grade level are given more time to work independently. Students use laptops for on-line instruction and for web-based programs, such as Math XL, to strengthen the learning process.

Teaching strategies at IWA include direct instruction, flexible groupings and independent study. Technology is a critical component of all instruction. All classrooms have Smartboards and SMART Notebook software. This software enables teachers to include video, audio, image and Flash content in their lessons. Teachers also use document cameras. An interactive response system can also be used which supports formative and summative assessments.

To ensure that the needs of all IWA students are being met, teachers offer before or after school tutoring. In addition, IWA employs a full-time intervention specialist. IWA is in the third year of a Title I program that provides supplemental educational services to students who are academically eligible. IWA is committed to offering an enriched academic program that meets the needs of all students.

## **6. Professional Development:**

IWA promotes and encourages professional development by providing the principal and teachers with opportunities to attend workshops and conferences designed to expand and enhance the curriculum and/or better meet the needs of students. For example, monthly principal meetings often include a speaker on topics such as student safety, educational legalities, digital citizenship and cyber-bullying. The diocese invited the principal to attend the Alliance for Catholic Education (A.C.E.) Principal's Academy at the University of Notre Dame. The five-day conference included the mission and vision of the school, how to connect the mission statement to academic excellence, how academic excellence flows from instructional leadership, how data should drive decisions, and how to connect professional development with teacher growth. This opportunity assisted the principal in her role as instructional leader.

The principal meets the needs of the students through the faculty and staff. She ensures that the IWA faculty has many different professional development opportunities. Teachers are annually allocated a budgeted amount of money to help fund workshops or programs of their choice. The Office of Catechetical Formation and Catholic Education provides free workshops and free online professional development through the Educational Impact Academy. The online learning experience covers a variety of topics on instructional strategies, school leadership, student discipline, behavior, safety and special needs.



The middle school teachers joined the Middle Level Association and have attended the annual state conference in Columbus, Ohio. This association enables the middle school teachers to receive current information and hear presentations on best practices by renowned speakers. Primary teachers have attended the State Conference for Second and Third Grade Teachers and the Ohio 2012 Conference for Classroom and Special Education Teachers for Grades K-8. The teachers gained strategies to assist students with ADHD, autism and learning disabilities.

Professional development is also offered, at times, to the entire faculty. Within the last five years, the teachers have gained knowledge and skills in technology, anti-bullying, writing across the curriculum, school security, and crisis management, the new religion curriculum, and Common Core Standards. These whole group sessions give teachers the occasion to share and work together.

Because the mission of IWA is committed to inspiring academic excellence, IWA aspires to make its students life-long learners. The faculty and staff embrace professional development because they feel they cannot expect anything less of themselves. They are the example of what it means to be a life-long learner.

## **7. School Leadership:**

IWA has a two-tiered governing structure. The Members are Sisters of the Incarnate Word who hold reserved powers, including responsibility to approve and/or amend the philosophy and mission of IWA. Its Board of Directors exercises the powers of the Corporation, except those reserved to the Members, and manage its affairs in a manner consistent with the Articles of Incorporation and the Code of Regulations. They are responsible for areas such as the strategic plan, IWA's financial stability and the formation of policies.

The president of IWA is selected and evaluated by the Board of Directors, and is responsible for general administration, selection and evaluation of the principal, policy and budget implementation, and supervision of development, marketing and public relations. The president serves as the official spokesperson for IWA.

The principal is hired by the president and is responsible for everyday operations of the school, student services, curriculum, and faculty and staff. The principal collaborates with teachers in decisions involving student life, including discipline, academics, faith formation and scheduling. Everyone is guided by the principal's mantra: "Let us seek to do what is best for the student."

The director of advancement reports to the president of IWA, and is responsible for providing leadership in the coordination of development and fundraising, marketing and admissions, communication and alumni relations.

The president, principal and director of advancement meet regularly as a team, and work collaboratively with committees staffed by board members, faculty, parents and alumni. This team approach has resulted in a new alumni scholarship, improved communication, new collaborations, enhancements to morning announcements via closed-circuit TV, and renovation of Student Council.

Teachers meet weekly in Professional Learning Communities to review policies and practices, and to decide on best practices to help create the best learning environment for all students. They communicate regularly with auxiliary support personnel, the intervention specialist, and special content teachers.

IWA's parent organization, the Parent Teacher Student Union (PTSU), actively involves parents in IWA's mission. They sponsor programs that foster community and volunteerism, such as Family Masses and Field Day. Periodic surveys and intentional conversations are used with students to gauge interest and evaluate current practices.

Student Council teaches leadership skills that positively impact student achievement. Seventh and eighth grade students serve as Student Ambassadors who host visitors, and they are our best example of what results when home and school partner to inspire academic excellence in a religious environment.

## PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2012-2013 tuition rates, by grade? (Do not include room, board, or fees.)

<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
<u>\$3400</u>	<u>\$3400</u>	<u>\$3400</u>	<u>\$3400</u>	<u>\$3400</u>	<u>\$3400</u>
<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>
<u>\$3400</u>	<u>\$3400</u>	<u>\$3400</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<b>12th</b>	<b>Other</b>				
<u>\$0</u>	<u>\$0</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$4668

5. What is the average financial aid per student? \$1077

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
3%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 10%

# PART VII - ASSESSMENT RESULTS

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Iowa  
Assessments/ITBS

Edition/Publication Year: 2012: E-9; 2008-2011:  
Form C/2005

Publisher: Riverside  
Publishing

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Feb	Feb	Mar	Mar	Feb
<b>SCHOOL SCORES</b>					
Average Score	83	85	88	88	83
Number of students tested	49	47	51	60	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
No subgroups were tested. The Iowa Tests of Basic Skills were administered during 2008-2011 using Form C/2005. In 2012, the Iowa Assessments were administered using Form E-9. Norms changed in 2012.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Iowa  
Assessments/ITBS

Edition/Publication Year: 2012: E-9; 2008-2011:  
Form C/2005 2008-2011

Publisher: Riverside  
Publishing

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Feb	Feb	Mar	Mar	Feb
<b>SCHOOL SCORES</b>					
Average Score	78	81	85	85	85
Number of students tested	49	47	51	60	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
No subgroups were tested. The Iowa Tests of Basic Skills were administered during 2008-2011 using Form C/2005. In 2012, the Iowa Assessments were administered using Form E-9. Norms changed in 2012.					

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# NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Iowa  
Assessments/ITBS

Edition/Publication Year: 2012: E-10; 2008 and  
2009: Form C/2005

Publisher: Riverside  
Publishing

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Feb			Mar	Feb
<b>SCHOOL SCORES</b>					
Average Score	76			88	88
Number of students tested	51			54	55
Percent of total students tested	100			100	100
Number of students alternatively assessed	0			0	0
Percent of students alternatively assessed	0			0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
This grade was not tested in 2010 and 2011. Testing schedule was in compliance with the Diocese of Cleveland. No subgroups were tested. The Iowa Tests of Basic Skills were administered in 2008 and 2009 using Form C/2005. The Iowa Assessments were administered using Form E-10 in 2012. The norms were changed in 2012.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Iowa  
Assessments/ITBS

Edition/Publication Year: 2012: E-10; 2008 and  
2009: Form C/2005

Publisher: Riverside  
Publishing

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Feb			Mar	Feb
<b>SCHOOL SCORES</b>					
Average Score	73			79	80
Number of students tested	51			54	55
Percent of total students tested	100			100	100
Number of students alternatively assessed	0			0	0
Percent of students alternatively assessed	0			0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
<p>This grade was not tested in 2010 and 2011. Testing schedule was in compliance with the Diocese of Cleveland. No subgroups were tested. The Iowa Tests of Basic Skills were administered in 2008 and 2009 using Form C/2005. The Iowa Assessments were administered using Form E-10 in 2012. The norms were changed in 2012.</p>					

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# NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Iowa  
Assessments/ITBS

Edition/Publication Year: 2012: E-11; 2008-2011: Form C/2005

Publisher:  
Riverside

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Feb	Feb	Mar	Mar	Feb
<b>SCHOOL SCORES</b>					
Average Score	78	86	83	90	84
Number of students tested	57	58	60	61	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
No subgroups were tested. The Iowa Tests of Basic Skills were administered during 2008-2011 using Form C/2005. In 2012, the Iowa Assessments were administered using Form E-11. Norms changed in 2012.					

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# NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Iowa  
Assessments/ITBS

Edition/Publication Year: 2012; E-11; 2008-2011: Publisher: Riverside  
Form C/2005 Publishing

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Feb	Feb	Mar	Mar	Feb
<b>SCHOOL SCORES</b>					
Average Score	82	85	80	82	81
Number of students tested	57	58	60	61	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
No subgroups were tested. The Iowa Tests of Basic Skills were administered during 2008-2011 using Form C/2005. In 2012, the Iowa Assessments were administered using Form E-11.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Iowa  
Assessments/ITBS

Edition/Publication Year: 2012: E-12; 2008 and  
2009: Form C/2005

Publisher: Riverside  
Publishing

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Feb			Mar	Feb
<b>SCHOOL SCORES</b>					
Average Score	78			77	88
Number of students tested	56			51	57
Percent of total students tested	100			100	100
Number of students alternatively assessed	0			0	0
Percent of students alternatively assessed	0			0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
This grade was not tested in 2010 and 2011. Testing schedule was in compliance with the Diocese of Cleveland. No subgroups were tested. The Iowa Tests of Basic Skills were administered in 2008 and 2009 using Form C/2005. The Iowa Assessments were administered using Form E-12 in 2012. The norms were changed in 2012.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Iowa  
Assessments/ITBS

Edition/Publication Year: 2012: E-12; 2008 and  
2009: Form C/2005

Publisher: Riverside  
Publishing

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Feb			Mar	Feb
<b>SCHOOL SCORES</b>					
Average Score	76			74	81
Number of students tested	56			51	57
Percent of total students tested	100			100	100
Number of students alternatively assessed	0			0	0
Percent of students alternatively assessed	0			0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
This grade was not tested in 2010 and 2011. Testing schedule was in compliance with the Diocese of Cleveland. No subgroups were tested. The Iowa Tests of Basic Skills were administered in 2008 and 2009 using Form C/2005. The Iowa Assessments were administered using Form E-12 in 2012. The norms were changed in 2012.					

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# NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Iowa  
Assessments/ITBS

Edition/Publication Year: 2012: E-13; 2008-2011: Publisher: Riverside  
Form C/2005 Publishing

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Feb	Feb	Mar	Mar	Feb
<b>SCHOOL SCORES</b>					
Average Score	76	86	85	89	87
Number of students tested	52	58	46	64	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
No subgroups were tested. The Iowa Tests of Basic Skills were administered during 2008-2011 using Form C/2005. In 2012, the Iowa Assessments were administered using Form E-13. Norms changed in 2012.					

13PV113

# NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Iowa  
Assessments/ITBS

Edition/Publication Year: 2012: E-13; 2008-2011;  
Form C/2005

Publisher: Riverside  
Publishing

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Feb	Feb	Mar	Mar	Feb
<b>SCHOOL SCORES</b>					
Average Score	74	84	80	84	82
Number of students tested	52	58	46	64	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
No subgroups were tested. The Iowa Tests of Basic Skills were administered during 2008-2011 using Form C/2005. In 2012, the Iowa Assessments were administered using Form E-13. Norms changed in 2012.					

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